



Renison University College
Affiliated with the University of Waterloo
240 Westmount Road N, Waterloo, ON Canada N2L
3G4

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Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe, and Haudenosaunee peoples, which is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometres on each side of the Grand River.

Fall 2019

Course Code: *Psych 101R. Course Title: Introductory Psychology*

Section 001: Mondays and Wednesdays 10:00am – 11:20am

Section 002: Mondays and Wednesdays 1:00pm – 2:20pm

Section 003: Mondays and Wednesdays 4:00pm – 5:20pm

Class Location: *Renison 1918*

Instructor Office Hours: *The 30 minutes following any class period, or email to set up a time that works for both of us.*

Instructors

Christine Logel
Associate Professor
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Sarah McCrackin
Sessional Lecturer
Office: REN 1616
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Teaching Assistant

Emily Grant
Office: PAS 2254
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Office Hours: Tuesday, 11:00-12:00
Or email to set up a time

Course Overview: This is a general survey course designed to provide you with an understanding of the basic concepts and techniques of modern psychology as a behavioural science. You will study the theories, principles, and methods of psychology with the goal of understanding how people perceive their environments, how their behaviour is modified by experience, and how their activities are initiated, sustained, and directed.

In this course you will see how research has been applied to test intuitive assumptions about human life. You will find that many of your beliefs about human existence are scientifically supported; but you will also find many beliefs are refuted by the evidence. As such, another goal of this course will be to encourage you to think critically about your preconceptions so that you can become a better consumer of the psychological information that is available in the media.

We will explore topics ranging from human development throughout the lifespan, to learning and memory, to psychological disorders and the therapies that are used to treat them. Based on those topics, I expect that you will develop a more thorough understanding of yourself and the world that you live in. Hopefully, this class will contribute to your success in your future endeavors.

Course Objectives:

1. To become familiar with the broad range of topics that comprise the discipline of psychology.
2. To become familiar with the methods of investigation used in psychology, and the strengths and limitations of these methods.
3. To develop an understanding of the vocabulary and concepts of psychology that will allow you to study further in advanced courses or through independent reading.
4. To develop the ability to relate the findings of psychological research to your life and to important issues in our society and the world at large.

Note: University courses often include some challenging material. However, the tests and assignments are generally designed so that any student who is willing to put in the time to attend class consistently, work extensively outside of class, and contact the TA or professors when they are struggling, can succeed in the course.

Contacting Professors

- Prof Logel and Prof McCrackin will hold office hours in the half hour after any class that they teach (i.e., Prof McCrackin will hold office hours after she teaches a lecture but not after Prof Logel teaches a lecture). Students are welcome at any office hours times, not just the ones after their own section's class.
- Send email questions to the appropriate professor (i.e., the one whose lecture topic relates to your question). If you do not get a response within the timeframe you require, please resend the email. We generally answer emails within 24 hours, but we cannot guarantee it.
- Make your email subject line clear about time-sensitivity, urgency, and general topic. This ensures that your very busy professors will read it in an appropriate time frame. For example:
 - Subject: Time Sensitive and Urgent: I Have Been in a Car Accident on the way to the exam!
 - Subject: Time Sensitive: Brief question about the exam next week
 - Subject: I would appreciate advice on how to improve my grade

Q: Will emailing *both* professors guarantee me a faster response?

A: No. In fact, both profs will assume that the other will answer your question so neither will respond to you. This illustrates the phenomenon of *social loafing*. You'll learn that concept if you take Social Psychology.

Q: Can I play the two professors off of each other like a sitcom Mom and Dad?

A: No. Their answers and policies will be the same. Also, unlike a sitcom Mom and Dad, your professors communicate with each other.

Contacting Your Teaching Assistant

- Aside from contacting your professors, you are also welcome to email Emily to ask questions about course content, study tips, etc.
- Emily will hold office hours Tuesday, 11:00-12:00, or by appointment. Show up during her office hours, or send her an email if you would like to meet to discuss course material or how one of your tests or assignments was graded.

****Important Textbook Information****

Required text: Myers, D. G. (2015). *Psychology: 11th Edition in Modules*. New York: Worth Publishers.

- You can purchase the e-book if you prefer this to a regular textbook. It is often cheaper than the printed text.
- The campus bookstore has the loose leaf textbook version, which is a much cheaper price than the hardcover version.
- Used textbooks are also much cheaper than new textbooks. Check the used bookstore and internet ads to find used textbooks.
- The Renison library has a copy of the textbook available for short-term use.
- We strongly recommend using the current version of this textbook. If you use the 10th edition, or earlier editions, it is your responsibility to figure out how the textbooks differ and how the assigned course material maps on from one addition to the next.
- NOTE: The campus bookstore may also have the 11th edition **without** modules. It is ****exactly**** the same content, but organized into chapters instead of modules. Either version is fine. We have the readings listed below for both modules and chapters, so that they will match whichever you purchase.

Course website: The Learn site for this course provides lecture slides, important notices, lists of textbook sections that will NOT be on the tests, and answers to frequently asked questions. You can log into the course site through the Learn system on the UW website.

Requirements:

Tests. There will be 4 tests scheduled throughout the term. They are each worth 22.5% of your course grade. They are not cumulative. All tests will include multiple-choice and short-answer questions. There is no final mandatory final exam. We strongly encourage you to view each test after it is marked so that you can identify areas where you were successful and unsuccessful. This allows you to modify your studying strategies accordingly and ask for assistance before the next midterm or final exam.

Optional Final Exam. If you would like to increase your grade or have missed a midterm test without documentation, you have the option to write the final exam. The final exam will *replace your lowest midterm grade*. If your final exam grade is lower than your midterm grades, it will not replace them. The final exam will be cumulative, covering all the text, lecture, and readings from the entire course. It will include multiple-choice questions only.

Reflection Paper. There is one mini paper in this course, worth 5% of your course grade. The paper should be between 500-700 words long. In the paper, you will choose one concept from the material so far in the course and write about how you will apply that concept to your future career or personal life. Not only will this help you apply what you've learned to everyday life, but connecting course concepts to yourself is a proven strategy to make them more memorable. Papers that are submitted past the due date without documentation of illness or other extenuating circumstances will lose 10% of the paper grade per day.

Research Participation. The remaining 4% of your grade will be based on participation in research. You can earn 2% bonus. More information appears later in this syllabus.

First Week of Class Online Activity. During the first week of the term, you will have the opportunity to complete a 30-minute online activity. This activity is worth 1% of your grade in the course.

Class format: Tests cover lectures and text. The lectures elaborate upon the text material and discuss content that is not in the text. It is recommended that you attend all lectures.

What to bring to class: You can find the lecture notes posted ahead of time on Learn. Some students prefer to print them out ahead of time, or to download them on a laptop or tablet. There is no need to bring the textbook to class.

We will occasionally be using socrative.com for some non-mandatory activities during class time that will think will enhance your learning and engagement. To participate, please bring a device that can access socrative.com (e.g. phone or laptop). Note that this is not essential to the course, so any students who do not have devices can simply share with a friend. If you do bring a device, please see the section below regarding our Electronic Device Policy

Grade Breakdown

Course Element	Date	Contribution to Course Grade
Test 1	September 25	22.5%
Test 2	October 21	22.5%
Test 3	November 11	22.5%
Test 4	December 2	22.5%
Reflection Paper	Due October 28	5%
Research Participation	Last day is December 4 for SONA studies and November 27 for article reviews	4% plus 2% bonus
Online activity	Last day is September 15	1%

Course Schedule

Date	Topic - Professor	Readings:
		NOTE: If you have the modules edition of the text, read the modules below. If you have the chapter version, read the chapters instead.
Sept 4	Introducing Psychology- Logel and McCrackin	No readings
Sept 9	Developmental Psychology - Logel	Modules 14, 15, 16 OR Chapter 5 (pages 177-212)
Sept 11	Research Methods- Logel	Modules 2, 3, 4 OR Chapter 1
Sept 16	Psychology of Learning - how to maximize your learning in University- Guest Speaker	No new readings
Sept 18	Consciousness- Logel	Modules 9, 10 OR Chapter 3 (page 100-end of chapter)

Sep 23	Nature versus Nurture- Logel	Modules 11, 13 OR Chapter 4 (pages 133-143 & 151- end of chapter)
Sept 25	TEST 1- Logel	
Sept 30	Neuroscience and Neuroplasticity- McCrackin	Modules 5, 6, 7 OR Chapter 2
Oct 2	Learning- McCrackin	Modules 21, 22, 23 OR Chapter 7
Oct 7	Psychological Disorders I - McCrackin	Modules 37, 38, 49, 50, 51, 52, 53 OR Chapter 12 (pages 459-475) and Chapter 15
Oct 9	Psychological Disorders II - McCrackin	No new readings
Oct 14	Thanksgiving Break	No new readings
Oct 16	Study Break	No new readings
Oct 21	TEST 2- McCrackin	
Oct 23	Sensation and Perception- McCrackin	Modules 18, 19 OR Chapter 6 (pages 229-255)
Oct 28	Therapy I - Logel Reflection Paper Due by Midnight	Modules 54, 55, 56 OR Chapter 16
Oct 30	Therapy II – Logel	No new readings
Nov 4	Stress and Health - Logel	Modules 40, 41 OR Chapter 12 (pages 488-459)
Nov 6	Memory- Logel	Modules 24, 25, 26 OR Chapter 8
Nov 11	Test 3 - Logel	
Nov 13	Psychology of Eating- Logel	Modules 33, 34, 36 OR Chapter 11 (pages 419–432 & 448–end of chapter)
Nov 18	Personality Psychology - Logel	Modules 40,41 OR Chapter 12 (pages 488 - end of chapter)
Nov 20	Social Psychology I- McCrackin	Modules 42, 43, 44, 45 OR Chapter 13
Nov 25	Social Psychology II- Logel	No new readings

Nov 27	Special Topics - Logel Article Reviews (Optional to count for research participation marks) Due by Midnight	No new readings
Dec 2	TEST 4- Logel	
To be scheduled	Optional Final Exam – Logel	

Notes/Policies:

Learn Site

Please check LEARN and your uwaterloo email every day. We will post and / or email announcements, lecture notes, grades, etc.

Late Work

Late papers without documentation of illness or extenuating circumstances will lose 10% per day.

Electronic Device Policy

Ringling cell phones are a disruption during lecture. Your professors will announce their special cell phone policy in class. Texting can also be a distraction to the people around you. Surfing the web on your laptop, or doing anything other than taking notes for the class, is a substantial distraction to the people around you because they can all see your screen. Laptop wifi should be turned off during class unless instructed otherwise or unless needed for an accessibility accommodation.

Attendance Policy

To succeed, attend all lectures. Tests will be approximately 50% lecture material, and we will present material not covered in your textbook and expand on important points in the text.

Final Examination Policy

For **Fall 2019**, the established examination period is **December 6-21, 2019**. The schedule will be available at the end of September. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time (see: <https://uwaterloo.ca/registrar/final-examinations>)

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See http://www.registrar.uwaterloo.ca/students/accom_illness.html

However, Prof Logel and Prof McCrackin encourage students to contact them as soon as possible if they anticipate circumstances that will need accommodation so they can develop a plan together.

Academic Integrity:

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the UWaterloo Academic Integrity webpage (<https://uwaterloo.ca/academic-integrity/>) and the [Arts Academic Integrity webpage \(https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour\)](https://uwaterloo.ca/arts/current-undergraduates/student-support/ethical-behaviour) for more information.

Discipline: Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check [the Office of Academic Integrity \(https://uwaterloo.ca/academic-integrity\)](https://uwaterloo.ca/academic-integrity) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor, academic advisor, or Academic Dean. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo Policy 71 – Student Discipline. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check Guidelines for the Assessment of Penalties (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties>).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo’s policy on Fair Dealing is available here: <https://uwaterloo.ca/copyright-guidelines/fair-dealing-advisory> Violation of Canada’s Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Grievance: A student who believes that a decision affecting some aspect of university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4 (<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>). When in doubt, please be certain to contact the department’s administrative assistant, who will provide further assistance.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there are grounds. Students who believe they have grounds for an appeal should refer to [Policy 72, Student Appeals \(https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72\)](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72).

Academic Integrity Office (uWaterloo): <http://uwaterloo.ca/academic-integrity/>

Accommodation for Students with Disabilities:

Note for Students with Disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), collaborates with all academic departments to arrange appropriate accommodations for students with disabilities, without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AAS office at the beginning of each academic term.

Intellectual Property. Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)

Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in Policy 71 – Student Discipline. Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

Mental Health Support

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus

- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 xt 32655
- [MATES](#): one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

- Health Services Emergency service: located across the creek from Student Life Centre

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS [website](#)

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

A respectful living and learning environment for all

1. It is expected that everyone living, learning or working on the premises of Renison University College will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to Renison University College policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.

Sona Participation and Research Experience Marks

Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn **up to 4%** of their final mark in this course through research experience (i.e., course work will make up 96% of the final mark and research experience will make up the other 4% for a maximum grade of 100%). In addition, for those students who wish to sample a wider range of these experiences, a further **"bonus" of up to 2%** may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. **In total, students may add up to 6% to their final grade.**

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have been reviewed and received ethics clearance through a University of Waterloo Research Ethics Committee.

How to earn extra marks for your Psychology course(s) this term by participating in studies ...

- You will earn "credits" which will be converted to "marks" (1 credit = 1%)
- You can schedule your LAB and/or ONLINE studies using the "Sona" website.
- **UP TO 50%** of your credits can be earned through ONLINE studies. The remaining need to be earned through in-lab participation.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data

- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15-minutes of participation. Researchers will record student's participation and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

For instructions on how to log in to your SONA account and for a list of important dates and deadlines please, as soon as possible go to:

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

More information about the REG program in general is available at:

[Sona Information on the REG Participants website](#) or you can check the [Sona FAQ on the REG website homepage](#) for additional information.

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.

- Clearly evaluate the application or treatment of those concepts in the article.

Keep a copy of your review in the unlikely event we misplace the original